

REGIONAL TECHNOLOGY IN EDUCATION CONSORTIA

Application Notice and Guidelines for Preparing Applications

**Grant Applications Must Be Received
By April 14, 2000**

Office of Educational Research and Improvement
U.S. Department of Education

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0716**.

The time required to complete this information collection is estimated to average 160 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
Washington, D.C. 20202-4651.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

Regional Technology in Education Consortia
Attn: 84.302A – ORAD/LTD
Office of Educational Research and Improvement
U.S. Department of Education
600 Independence Avenue, SW
Capitol Place -- Room 522
Washington, DC 20202-4651.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

February 2000

Dear Applicant:

Thank you for your interest in the Regional Technology in Education Consortia Program, administered by the Office of Educational Research and Improvement (OERI). Enclosed is an application package containing the instructions and forms necessary to apply for a Fiscal Year 2000 grant.

Please review the package and follow the instructions for completing the grant application carefully. Your application must address each of the requirements in the statute, and must comply with the page requirements defined in the application package.

In preparing an application according to the requirements and guidance contained in this package, we encourage you to consider the following:

- From your perspective, what are the most important issues/problems to be addressed in your region over the next five years?
- As you reflect on these issues, what are the main targets of opportunity for your consortium to make progress on solving these problems?
- Specifically, what will you seek to accomplish in your region over the next five years?
- What is your theory about how to achieve these outcomes? What will you have to do to succeed?
- Why are you confident that the strategy you propose will work?

The Department is conducting a pilot project that allows applicants under selected discretionary grant programs to use an Internet-based electronic system for submitting applications. This competition is among those that have an electronic submission option available. You may submit your application electronically using a current version of your Internet browser. By participating in this pilot you will have an opportunity to have input into the overall design and approach of the Department's Electronic Grant Administrative Processing System (e-GAPS). Your participation in the e-GAPS pilot is voluntary, and you may submit your application to us in either electronic or paper format.

Applications will be reviewed and ranked by panels of experts based on the selection criteria included in this package. It is anticipated that the awards will be announced in the summer, 2000. If you have any questions or need additional information concerning the program or the application process, please contact our Office of Reform, Assistance and Dissemination at (202) 219-1739.

Sincerely,

C. Kent McGuire
Assistant Secretary
Office of Educational Research and Improvement

Ten RTEC Regions

Northwest

Southwest

Pacific

North Central

High Plains

South Central

Northeast & Islands

Mid-Atlantic

Appalachian

Southeast

Virgin Islands & Puerto Rico

HI & Territories

Table of Contents

What is the Regional Technology in Education Consortia Program?	2
Who Can Apply for an RTEC Cooperative Agreement?	3
What are the Statutory Requirements?	4
What Special Provision Applies to this Program?	7
What Will be the Time Period and Amount of Awards?	7
What Regulations Apply to this Program?	7
What are the Selection Criteria for this Grant Competition?	8
What Data Collection and Reporting are Required?	11
How do I Prepare an Application for an RTEC Award?	12
How do I Submit an Application for Consideration?	19
How do I Comply with the Intergovernmental Review Requirements?	22
Appendices	26
Forms	
Complying with GEPA Section 427 – detailed guidance	
Back Cover	
Any questions?	
Application Check List	

What is the Regional Technology in Education Consortia Program?

The Regional Technology in Education Consortia (RTEC) program supports regional projects of professional and leadership development, technical assistance, and information and resource dissemination. These projects help the field in their efforts to integrate advanced technologies into K-12 education and adult literacy programs. The RTEC program was launched in 1995 within the context of a national “Technology Literacy Challenge” that supported several complementary initiatives and promoted four components: computers in every classroom, connectivity to the Internet, challenging and engaging software and online resources, and professional development for teachers. Consortia awards are made to regional entities, and consortia members must include State education agencies, institutions of higher education, or nonprofit organizations, or a combination of these entities.

In 1995 six consortia were funded for the first time by the U.S. Department of Education under this program. Although the consortia receive funding as individual projects, they are envisioned as a national system of support. RTEC work focuses on good, diversity-responsive educational practice and effective uses of technologies in support of such practices. Issues of equity, universal access to information age opportunities, sound investment and the ability to understand and to shape the role of advanced technologies in everyday life are at the forefront of these efforts. Applicants are asked to keep these points in mind when developing their applications.

Consortia are expected to conduct activities that are grounded in research and best practice and applicants should propose activities that disseminate knowledge about effective uses of technology to improve education as well as effective service delivery strategies that help build local capacity. They should also engage in sound formative and summative evaluation activities to ensure that reliable outcome data is collected and analyzed and that new knowledge is derived and disseminated as products useful to policymakers and practitioners. Adequate resources should be devoted to carrying out these evaluation and synthesis activities.

The technological and telecommunications capabilities that are on the horizon have tremendous implications for preK-12 education. Consortia are also expected to keep abreast of visionary educational uses of “next generation” telecommunications capabilities, analyze their potential impact, and share this knowledge broadly to benefit educational planners and practitioners. Furthermore, applicants are encouraged to propose innovative ways to use technology to deliver products and services wherever appropriate.

During the first round of RTEC work, the Department found that individual RTEC grantees exhibited unique areas of specialized knowledge and expertise: many products and services developed in one region were of immediate nation-wide relevance; and activities intended for a particular audience or related to a particular subject could benefit from coordination and co-development across consortia. In order to foster collaboration between and among the Consortia, the Secretary will continue to award cooperative agreements under this grant competition. The terms “cooperative agreement” and “grant” are used interchangeably in this solicitation.

Who Can Apply for an RTEC Cooperative Agreement?

Recipients of cooperative agreement awards under this notice shall be regional entities or consortia (later referenced simply as RTEC or Consortia). Each RTEC shall be composed of State educational agencies, institutions of higher education, nonprofit organizations, or a combination thereof. Consortia specifically may not include for-profit organizations.

Each applicant must show that it can serve all geographic areas under one of the ten regions identified below. One award will be made for each geographic region. **Applicants who do not propose to serve an entire region will not be considered.**

Northwest RTEC Region: Alaska, Idaho, Montana, Oregon, and Washington.

Pacific RTEC Region: Hawaii, American Samoa, Commonwealth of Northern Mariana Islands, Federal States of Micronesia, Guam, the Republic of Palau, and the Republic of Marshall Islands.

Southwest RTEC Region: Arizona, California, Nevada, and Utah.

High Plains RTEC Region: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

North Central RTEC Region: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

South Central RTEC Region: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Northeast & Islands RTEC Region: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont; Puerto Rico, and the Virgin Islands.

Mid-Atlantic RTEC Region: Delaware, Maryland, New Jersey, Pennsylvania, Washington, D.C.

Appalachian RTEC Region: Kentucky, Tennessee, Virginia, and West Virginia.

Southeast RTEC Region: Alabama, Florida, Georgia, Mississippi, North Carolina and South Carolina.

A Consortium may incorporate as a new legal entity or may select one of its members (that shall be known as the Lead Organization) to apply on behalf of the Consortium and to serve as the fiscal agent for the RTEC. In either case, the Consortium shall be known as the “Regional Technology in Education Consortium for –a given region–.” Once a Consortium is formed, all members are expected to be cognizant of the entire application and to sign an agreement that binds them to every statement made in the application.

What are the Statutory Requirements?

Pertinent definitions can be found at <http://www.ed.gov/legislation/ESEA/sec3113.html>

The legislation authorizing the Regional Technology Consortia Program requires that all applications address each of the following requirements:

I. In general

Each consortium receiving a cooperative agreement award under this program shall:

- (A)** In cooperation with State and local education agencies, develop a regional program that addresses professional development, technical assistance, and information resource dissemination, with special emphasis on meeting the documented needs of educators and learners in the region; and
- (B)** Foster regional cooperation and resource and coursework sharing.

II. Technical assistance

Each consortium shall, to the extent practicable:

- (A)** Collaborate with State educational agencies and local educational agencies requesting collaboration, particularly in the development of strategies for assisting those schools with the highest numbers or percentages of disadvantaged students with little or no access¹ to technology in the classroom;
- (B)** Provide information, in coordination with information available from the Secretary, to State educational agencies, local educational agencies, schools, and adult education programs on the types and features of various educational technology equipment and software available; evaluate and make recommendations on equipment and software that support the National Education Goals and are suited for a school's particular needs; and compile and share information regarding creative and

¹ "The Assistant Secretary interprets "access" to mean both quantitative and qualitative access. Both the presence of a physical infrastructure and the effective use of the available capabilities should be considered as "access".

effective applications of technology in the classroom and school library media centers in order to support the purposes of this program;

- (C) Collaborate with such State educational agencies, local educational agencies, or schools requesting to participate in the tailoring of software programs and other supporting materials to meet challenging State content standards or challenging State student performance standards that may be developed;
- (D) Provide technical assistance to facilitate use of the electronic dissemination networks by State and local educational agencies and schools throughout the region;

III. Professional development

Each consortium shall, to the extent practicable:

- (A) Assist colleges and universities within the region to develop and implement pre-service training programs for students enrolled in teacher education programs; and
- (B) Develop and implement, in collaboration with State educational agencies and institutions of higher education, technology-specific, ongoing professional development; **examples of possible project development activities are:**
 - 1. Intensive school year and summer workshops that use teachers, school librarians, and school library personnel to train other teachers, school librarians, and other school library media personnel;
 - 2. Distance professional development, including--
 - (a) interactive training telecourses using researchers, educators, and telecommunications personnel who have experience in developing, implementing, or operating educational and instructional technology as a learning tool;
 - (b) Onsite courses teaching teachers to use educational and instructional technology and to develop their own instructional materials for effectively incorporating technology and programming in their own classrooms;
 - (c) Methods for successful integration of instructional technology into the curriculum in order to improve student learning and achievement;
 - (d) Video conferences and seminars which offer professional development through peer interaction with experts as well as other teachers using technologies in their classrooms;
 - (e) Mobile education technology and training resources;

(C) Develop training resources that—

1. Are relevant to the needs of the region and schools in the region;
2. Are relevant to the needs of adult literacy staff and volunteers, including onsite courses on how to:
 - (a) Use instructional technology; and
 - (b) Develop instructional materials for adult learning; and
3. Are aligned with the needs of teachers and administrators in the region;

(D) Ensure that training, professional development, and technical assistance meet the needs of educators, parents, and students served by the region.

IV. Information and resource dissemination; collaboration and coordination

Each consortium shall work collaboratively, and coordinate the services the consortium provides, with appropriate regional and other entities assisted in whole or in part by the Department, **and shall, to the extent practicable:**

- (A) Coordinate activities and establish partnerships with institutions of higher education and other organizations that represent the interests of the region as such interests pertain to the application of technology in teaching, learning, instructional management, dissemination, collection and distribution of educational statistics, and the transfer of student information; and
- (B) Assist State and local educational agencies in the identification and procurement of financial, technological and human resources needed to implement technology plans; and
- (C) Assist local educational agencies and schools in working with community members and parents to develop support from communities and parents for educational technology programs and projects; and
- (D) Identify and link technical assistance providers to State and local educational agencies, as needed; and
- (E) Establish a repository of professional development and technical assistance resources; and
- (F) Provide outreach and, at the request of a State or local educational agency, work with such agency to assist in the development and validation of instructionally based technology education resources.

What Special Provision Applies to this Program?

Restriction on Use of Funds

Please also note that Section 3115 of the Technology for Education Act stipulates that not more than five (5) percent of the funds made available to a recipient under this program for any fiscal year may be used by such recipient for administrative costs or for technical assistance (*i.e.*, technical assistance to be received by the recipient).

What Will be the Time Period and Amount of Awards?

RTEC cooperative agreements are five-year awards. Each applicant **must propose five years of activities and provide a budget for each year**. The amount of funds available for new awards is \$9.9 million. Funding will be distributed equally among grantees, each receiving \$990,000 for the first budget year. For purposes of developing their five-year budgets, applicants should assume that \$995,000 will be available for each recipient for years 2-5 of the projects. **The Secretary will not consider applications that request funding in excess of the amount available for a given year.**

What Regulations Apply to this Program?

Requirements pursuant to the Education Department General Administrative Regulations (EDGAR)

EDGAR may be found at http://www.access.gpo.gov/nara/cfr/waisidx_98/34cfrv1_98.html

The following sections of EDGAR apply to this program: 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 85, 86 and 97.

What are the Selection Criteria for this Grant Competition?

The EDGAR govern selection of new grants and include selection procedures and a menu of general selection criteria and optional factors. Criteria and factors appropriate to the competition are selected from the EDGAR menu of selection criteria and the authorizing statute to evaluate the quality of each eligible grant application. The maximum score for all of the criteria is 100 points. For this new grant competition, the Secretary establishes the following Selection Criteria:

1. Meeting Program Objectives -- Quality of Strategies to Benefit Disadvantaged Students (15 points)

The Secretary considers the following factor in determining the quality of the application:

- (a) The extent to which the proposed project meets the following program objective: “Collaborate with State educational agencies and local educational agencies requesting collaboration, particularly in the development of strategies for assisting those schools with the highest number of disadvantaged students with little or no access to technology in the classroom.”

2. Quality of Project Design (20 points)

The Secretary considers the quality of the design of the proposed project. In doing so, the Secretary considers the following factor:

- (a) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

3. Quality of Project Services (20 points)

The Secretary considers the quality of the services to be provided by the proposed project. In doing so, the Secretary considers the following factors:

- (a) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.
- (b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.
- (c) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

4. Quality of the Project Personnel (10 points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factor:

- (a) The qualifications, including relevant training and experience, of key project personnel.

5. Quality of the Management Plan (15 points)

The Secretary considers the quality of the management plan for the proposed project. In doing so, the Secretary considers the following factors:

- (a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (b) The adequacy of the mechanisms for ensuring high-quality products and services from the proposed project
- (c) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

6. Quality of the Project Evaluation (20 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In doing so, the Secretary considers the following factor:

- (a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

What Data Collection and Reporting Are Required?

The Government Performance and Results Act (GPRA) of 1993 places new management expectations and requirements on Federal departments and agencies by creating a framework for more effective planning, budgeting, program evaluation, and fiscal accountability for Federal programs. The purpose of the Act is to improve public confidence by holding agencies accountable for achieving program results. Departments and agencies must clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement. (For a copy of the ED FY 2000 Annual Plan, see <http://www.ed.gov/pubs/planrpts.html>)

The Regional Technology and Education Consortia Program has established as its GPRA objective that the program will “promote effective use of technology for teaching and learning through professional development and technical assistance, and the leveraging and coordination of other resources.” Key strategies for meeting this objective include disseminating high quality information and resources for the effective planning and use of technology in education; assessing customer satisfaction about major areas of work; collaborating with SEAs, LEAs, as well as other educational and community entities to inform and support better planning, increased access to technologies, more advanced uses of technology, and enhanced instructional practice; supporting increased communication and collaboration within regions and among consortia; and assessing the value and impact of alliances.

ED staff are developing plans to collect and report valid data to measure progress towards meeting the GPRA objective, as well as to collect other information needed for program monitoring and improvement. Funded projects will be required to submit these data as part of their annual and final performance reports to the U.S. Department of Education. One important source of information on successes and lessons learned is the project evaluation conducted under individual grants. **A strong project evaluation plan should be included in the grant application.** The evaluation should shape the development of the project from the beginning of the grant period. The evaluation plan should:

- Include clear benchmarks to monitor progress toward key objectives.
- Include outcome measures to assess impact on the intended recipients of services.
- Identify the project evaluator and describe his or her qualification.
- Describe the evaluation design, including: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders both in the initial stages of the project and as it expands its reach and impact.

How Do I Prepare an Application for an RTEC Award?

What Should the Format of the Application Be?

What Information Should the Application Contain?

Carefully read the entire application notice before beginning to prepare an application. Earlier sections of this notice identify who is eligible to apply under this competition, what applicants must propose, the regulations with which applicants must comply, and the criteria that will be used to evaluate applications.

For this solicitation, applicants have the option of submitting their application in paper format or electronically.

Parity Guidelines between Paper and Electronic Applications

The Department of Education is conducting a limited pilot project that allows applicants to use an Internet-based electronic system for submitting applications under selected discretionary grant programs. This competition is among those that have an electronic submission option available to all applicants. The system, called e-GAPS (Electronic Grant Application Package System), allows an applicant to submit a grant application to the Department (us) electronically, using a current version of the applicant's Internet browser. To see e-GAPS visit the following address:

<http://e-grants.ed.gov>

Because we want to ensure parity and a similar look between applications transmitted electronically and applications submitted in conventional paper form, e-GAPS has an impact on all applicants under this competition.

E-GAPS is a “data-driven” system; that is, e-GAPS users will be entering data on-line while completing their applications. This will be more interactive than just e-mailing a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will go into a database and ultimately will be accessible in electronic form to our reviewers.

However, this pilot project is only the first step in the Department's eventual transition to electronic applications for grants. The pilot project is designed to enable us to evaluate the experience of gathering application data on-line. We will assess the on-line review process separately; so, during this pilot project, we will ultimately review in hard copy all information that we receive.

To help ensure parity and a similar look between electronic and paper copies of grant applications, we are asking each applicant that submits a paper application to adhere voluntarily to the following guidelines:

- Submit your application on 8 1/2" by 11" paper.
- Leave a 1-inch margin on all sides.

- Use consistent font throughout your document, with no formatting of any kind (that is, no bolding, underlining, Italics, or colored text).
- If you are preparing your application on a conventional typewriter, make sure that the pitch (characters per inch) of the font is consistent throughout your document, and do not use formatting of any kind (for example, underlining or italics).
- For the narrative component, your application should consist of the number and text of each section or sub-section followed by the narrative. The text of the section does not count against any page or character count limitation. You should append charts, tables, graphs, and graphics of any kind after you have completed the text of the relevant section. We suggest that you begin these on a separate sheet of paper and refer to these items within the text.

EXAMPLE:

1. Please describe your project management plan.

Our project plan is composed of three major components: start-up, fulfillment, and closure. The flow of these components into the stated outcomes for this project is described below and presented in figure 3-1.

- Create all illustrations (including charts, tables, graphs, and pictures) in grayscale only.
- Place a page number at the bottom right of each page beginning with “1”; and number your pages consecutively throughout your document.
- At the top right of each page, place the name of the applicant, the applicant’s DUNS number (if available), and the CFDA number of the competition.

Paper applicants should prepare their application in the following format:

- ❑ Title Page (Standard Form 424)
- ❑ Table of Contents
- ❑ Item 12/Protection of Human Subjects Attachment
- ❑ Project Abstract
- ❑ Project Narrative & Timeline
 - ❑ Project design and Project Services
 - ❑ Strategies to Benefit Disadvantaged Students
 - ❑ Management Plan
 - ❑ Project Personnel
- ❑ Project Evaluation Plan

- ❑ Budget Forms and Budget Narrative
- ❑ Appendices:
 - ❑ Project Personnel
 - ❑ Consortium Members
 - ❑ Consortium Members' Concurrence Statement
 - ❑ Evidence of Previous Success
 - ❑ Letters of Support & Other Significant Partnerships
 - ❑ Equitable Access – GEPA Section 427 Response
 - ❑ Other Standard Forms

Additional guidance for paper applicants, regarding the preparation of each Section of the application Document is provided below:

1. Title Page: Use the Title Page Form (Standard Form 424) included at the end of these guidelines.
2. Table of Contents: Include a one-page table of contents.
3. Item 12/Protection of Human Subjects Attachment: Place immediately after the table of contents (rather than after Form 424 as stipulated under the instructions for form 424) – The Department has determined that certain activities under the RTEC program qualify as “research activities involving human subjects” and that the grantees under this program are therefore subject to the provisions of 34 CFR 97. See attached Instructions for Form 424 – online, see <http://ocfo.ed.gov/grntinfo/appforms.htm>
4. Project Abstract: Include a one-page, single-spaced abstract that provides an overview of the project, summarizes the proposed activities, and identifies the intended outcomes. If your project receives funding, this abstract will be given to Congress and will be posted to the Department’s web site. Also include on this page the name, address, and contact information for the applicant, as well as the list of consortium members.
5. Project Narrative & Timeline: This section of the application should articulate the project’s framework, discuss proposed development and service activities, delineate anticipated outcomes for all five years of the cooperative agreement, and generally address the requirements discussed in this application notice. It should also include project timelines. Please present this section in such manner as to make it easy for reviewers to evaluate the application against the selection criteria identified for the program. Towards this end, please format this section in the following sub-sections:
 - a. Project Design and Project Services
 - b. Strategies to Benefit Disadvantaged Students
 - c. Management Plan

d. Project Personnel – Please provide a brief summary of the background and experience of key personnel as they relate to the specific project activities you are proposing. Resumes are to be included as an appendix.

You must limit this section of the application to the equivalent of **no more than 40 double spaced pages or 80,000 characters per page**, using the following standards:

- A page is 8.5" X 11" on one side only, with 1" margins at the top, bottom, and both sides. For electronic submissions a page equals 2,000 characters; and we will convert any charts, tables, figures and graphs from a page equivalency to a character count.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and caption, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

The page and character limits do not apply to Section 1, the cover sheet; Section 2, the table of contents, Section 3 the assurances and certifications; Section 7 the budget section, including the narrative budget justification; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, you must include all of the application narrative in Section 5. We will reject any application with narrative exceeding this page limit. If to meet the page limit, you use more than one side of the page, you use a larger page, or you use a print size, spacing, or margins smaller than the standards in this notice, we will reject your application.

6. Project Evaluation Plan: The Secretary expects a substantive discussion of evaluation matters. See the section titled "What Data Collection and Reporting Are Required?" on page 11 for details. The Secretary requests the applicant to limit this section of their application to **no more than ten (10) 8 1/2" X 11" pages or 20,000 characters** using the standards delineated in the instructions for Section 5 above. This 10-page limit is inclusive of all material that might pertain to the proposed evaluation activities. We will reject applications that exceed the page limit or equivalent standard for this section.
7. Budget Forms and Budget Narrative: Use the attached Budget Summary form (ED Form 524), or a suitable facsimile, to present a complete budget summary for each year of the project. Present one page for each consortium member (including the Lead Organization's budget without regard to other members) and one summary page that presents aggregated data for the entire project. Do not simply list non-lead organization budgets in toto under the "consultants & contract" line item: this line item should be reserved for actual consultants and contractors of each/any of the Consortium members.

Please provide a justification for this budget by including, for each year, a concise narrative for each budget line item which explains: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies,

consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the costs of evaluation; and (4) a detailed description explaining in-kind support or funding provided by partners in the project, if any.

Please include travel funds for two trips to Washington, DC each year of the project for appropriate project staff. Each trip will be for three days for up to three persons (more when consortia members meet) to attend a Project Directors and Evaluators meeting and an Annual Meeting of RTEC Consortia Members. At these project meetings, grant recipients will have an opportunity to strengthen their efforts by collaborating and networking with other grantees funded by this program. Furthermore, the applicant should budget funds to conduct or attend two joint professional development and evaluation meetings over the five years.

Note regarding RTEC Services and Program Income – Grantees may use program income for paying the cost of activities in addition to those originally approved – See <http://ocfo.ed.gov/grntinfo/gposbul/gpos7.htm> – As a general rule, the U.S. Department of Education encourages grantees to earn income to defray program costs, doing so through various means, including charging fees for services performed. However, the Department’s Regional Service Providers, such as the RTEC grantees, are also expected to ensure that their services are accessible to their constituents. Since RTEC is specifically intended to benefit disadvantaged communities, special care should be taken to ensure that the cost of services does not prohibit participation.

8. Appendices – Each application should be accompanied by the following appendices:

A. Project Personnel. Please provide a brief summary of the background and experience of key personnel² as they relate to the specific project activities you are proposing. Resumes or Vitae should also be included here for all key personnel – we encourage applicants to limit these to two pages for each individual’s vitae.

B. Consortium Members. For each Consortium Member Organization (including the Lead Organization), include a one to two-page single-spaced description of:

- The “corporate capabilities” of the organization;
- A synopsis of the role the consortium member will play in the RTEC project (*i.e.*, nature of contribution and why critical);
- Contact information for the RTEC activity (to include name, address, voice and fax numbers, e-mail addresses).

For winning applicants, this information will be attached to the Project Abstract and will be included in briefing materials as well as on the Department’s Web site.

² “Key personnel” should be understood to mean key personnel at the lead organization as well as at other consortium member organizations.

- C. Consortium Members' Concurrence Statement. The applicant is asked to articulate the why and the how of their consortium in their application narrative. However, pursuant to EDGAR, all members of the formed consortium are expected to be cognizant of the entire application and to sign an agreement that binds them to every statement made in the application. It is this statement of commitment that must be included under Appendix C. It may be in the form of a single statement signed by all consortium member representatives (individuals authorized to commit their organizations) or multiple separate statements.
- D. Evidence of Previous Success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the applicant consortium and/or its member organizations, and/or of the activities proposed in the narrative section of the application.
- E. Optional – Letters of Support & Other Significant Partnerships. You may include letters of support or intent from **individuals or organizations other than those that are formal members of the Consortium** (whose contributions should already have been addressed in the Narrative as well as under Appendices B & C.)
- F. Equitable Access To and Participation In Program – Statement responsive to the requirements of Section 427 of the Department's General Education Provisions Act (GEPA)

In order to receive funding under this program, each applicant must include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs – This appendix may either present the applicant's proposal in a single narrative, or it may simply reference the pages from the application's narrative section where the subject is most directly addressed.

See Appendix 2 in this announcement for detailed guidance about complying with this requirement.

Other Standard Forms – If required forms are not included in Appendix 1 of this application notice, you can find them at: <http://ocfo.ed.gov/grntinfo/appforms.htm>

Assurances – Non-Construction Programs, SF 424B
Certifications Regarding Lobbying; Debarment, Suspension
and Other Responsibility Matters; and Drug-Free Workplace
Requirements, ED Form 80-0013

Disclosure of Lobbying Activities, SF LLL

Other attachments are not encouraged. Reviewers will have a limited time to read each application. Supplementary materials such as videotapes, CD-ROMs, files on disks, commercial publications, press clippings, testimonial letters, etc. will **not** be reviewed, neither will they be returned to the applicant.

How Do I Submit an Application for Consideration?

The deadline for applications is April 14, 2000. All applications must be received, or if mailed dated, on or before that date. This closing date and the procedures for guaranteeing timely submission will be strictly observed. No supplemental or revised information from applicants will be accepted after the closing date.

If You Send your Application by Mail:

You must mail the original and four copies of the application on or before the deadline date to:

Regional Technology in Education Consortia Program
Attn: 84.302A
U.S. Department of Education
Application Control Center
Regional Office Building 3, Room 3633
7th and D Streets, SW
Washington, DC 20202-4725
Telephone: (202) 708-8493

Applications not mailed by the deadline will not be considered for funding. You must show one of the following as proof of mailing:

- (1) A legibly dated U.S. Postal Service postmark
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service
- (3) A dated shipping label, invoice, or receipt from a commercial carrier

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office. Applicants are encouraged to use registered or at least first class mail.

If You Deliver Your Application by Hand

You or your courier must hand deliver the original and two copies of the application by 4:30 p.m. (Washington, DC time) on or before the deadline date to:

Regional Technology in Education Consortia Program
Attn: 84.302A
U.S. Department of Education
Application Control Center
Attention: (CFDA#
Room 3633
Regional Office Building 3
7th and D Streets, SW.
Washington, DC

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, DC time), except Saturdays, Sundays and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building.

If You Submit Your Application Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m. (Washington, DC time) on the deadline date. The regular hours of operation of the e-Grants Web site are 6:00 a.m. till 12:00 midnight (Washington, DC time) daily, except Saturdays, Sundays and Federal holidays. Please note that on Wednesdays the Web site closes for maintenance at 7:00 p.m. (Washington, DC time).

Notes:

- (1) The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

- (2) If you send your application by mail or deliver it by hand or by a courier service, the Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the date of mailing the application, you should call the U.S. Department of Education Application Control Center at (202) 708-9493.
- (3) You must indicate on the envelope and—if not provided by the Department—in Item 3 of the Application for Federal Education Assistance (ED Form 424; revised January 12, 1999) the CFDA number—and suffix letter, if any—of the competition under which you are submitting your application.
- (4) If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgement when we receive your application.

Grant Application Receipt Acknowledgment

All applicants submitting applications in a timely manner will receive an acknowledgment of receipt. If you fail to receive a notification of application receipt within fifteen (15) days from the closing date, call the Application Control Center at (202) 708-8493.

How Do I Comply with the Intergovernmental Review Requirements?

(Executive Order 12372)

Deadline for Intergovernmental Review

Wednesday, June 14, 2000

Background and Procedures

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79. The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in this appendix. In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# 84.302A, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

State Single Point of Contact: In accordance with Executive Order #12372, Intergovernmental Review of Federal Programs, this listing represents the designated State Single Points of Contact (SSPOCs). Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, New York, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington. The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a (SSPOC).

ARIZONA

Joni Saad
Arizona State Clearinghouse
3800 N. Central Avenue
Fourteenth Floor
Phoenix, Arizona 85012
Telephone: (602) 280-1315
Fax: (602) 280-8144

ARKANSAS

Mr. Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
1515 W. 7th Street, Room 412
Little Rock, Arkansas 72203
Telephone: (501) 682-1074
Fax: (501) 682-5206

CALIFORNIA

Grants Coordinator
Office of Planning & Research
1600 Ninth Street, Room 250
Sacramento, California 95814
Telephone: (916) 327-9281
Fax: (916) 322-1025

DELAWARE

Francine Both
Executive Department
Office of the Budget
Thomas Collins Building
P. O. Box 1401
Dover, Delaware 19903
Telephone: (302) 739-3326
Fax: (302) 739-5661

DISTRICT OF COLUMBIA

Charles Nichols
Office of Grants Management and
Development
717 14th Street, NW., Suite 400
Washington, DC 20005
Telephone: (202) 727-6554
Fax: (202) 727-1617

GEORGIA

Thom L. Reid, III
Georgia State Clearinghouse
270 Washington Street, SW – 8th Floor
Atlanta, GA 30334
Telephone: (404) 656-3855
Fax: (404) 656-3828

ILLINOIS

Virginia Bova
Illinois Department of Commerce
and Community Affairs
James R. Thompson Center
100 West Randolph, Suite 3-400
Chicago, IL 60601
Telephone: (312) 814-6028
Fax: (312) 814-1800

INDIANA

Frances Williams
State Budget Agency
212 State House
Indianapolis, Indiana 46204-2796
Telephone: (317) 232-5619
Fax: (317) 233-3323

IOWA

Steven R. McCann
Division for Community Assistance
Iowa Dept of Economic Development
200 East Grand Avenue
Des Moines, Iowa 50309
Telephone: (515) 242-4919

Fax: (515) 242-4809

KENTUCKY

Ronald W. Cook
Office of the Governor
Department of Local Government
1024 Capitol Center Drive – Suite 340
Frankfort, Kentucky 40601-8204
Telephone: (502) 573-2382
Fax: (502) 573-2512

MAINE

Joyce Benson
State Planning Office
184 State Street
38 State House Station
Augusta, Maine 04333
Telephone: (207) 287-3261
Fax: (207) 287-6489

MARYLAND

William G. Carroll
Manager, Plan & Project Review
Maryland Office of Planning
301 W. Preston Street – Room 1104
Baltimore, Maryland 21201-2365
Telephone: (410) 767-4490
Fax: (410) 767-4480

MICHIGAN

Richard Pfaff
Southeast Michigan Council of
Governments
660 Plaza Drive – Suite 1900
Detroit, Michigan 48226
Telephone: (313) 961-4266
Fax: (313) 961-4869

MISSISSIPPI

Cathy Mallette
Clearinghouse Officer
Department of Finance and Administration
550 High Street
Jackson, Mississippi 39302-3087
Telephone: (601) 359-6762
Fax: (601) 359-6764

MISSOURI

Lois Pohl
Federal Assistance Clearinghouse
Office of Administration
P. O. Box 809
Room 760, Truman Building
Jefferson City, Missouri 65102
Telephone: (314) 751-4834
Fax: (314) 751-7819

NEVADA

Department of Administration
State Clearinghouse
Capitol Complex
Carson City, Nevada 89710
Telephone: (702) 687-4065
Fax: (702) 786-3983

NEW HAMPSHIRE

Jeffrey H. Taylor, Director
New Hampshire Office of State Planning –
Attn: Intergovernmental Review Process
Mike Blake
2 Beacon Street
Concord, New Hampshire 03301
Telephone: (603) 271-2155

Fax: (603) 271-1728

NEW MEXICO

Robert Peters
State Budget Division
Room 190 Bataan Memorial Building
Santa Fe, New Mexico 87503
Telephone: (505) 827-3640

NEW YORK

New York State Clearinghouse
Division of the Budget, State Capitol
Albany, New York 12224
Telephone: (518) 474-1605
Fax: (518) 486-5617

NORTH CAROLINA

Chrys Baggett, Director
North Carolina State Clearinghouse
Office of The Secretary of Administration
116 West Jones Street – Suite 5106
Raleigh, North Carolina 27603-8003
Telephone: (919) 733-7232
Fax: (919) 733-9571

NORTH DAKOTA

Office of Intergovernmental Assistance
600 East Boulevard Avenue
Bismarck, North Dakota 58505-0170
Telephone: (701) 224-2094
Fax: (704) 224-2308

RHODE ISLAND

Kevin Nelson
Review Coordinator
Department of Administration
Division of Planning
One Capitol Hill, 4th Floor
Providence, Rhode Island 02908-5870
Telephone: (401) 277-2656
Fax: (401) 277-2083

SOUTH CAROLINA

Rodney Grizzle
Grant Services, Office of the Governor
1205 Pendleton Street – Room 331
Columbia, South Carolina 29201
Telephone: (803) 734-0494
Fax: (803) 734-0356

TEXAS

Tom Adams
Governors Office
Director, Intergovernmental Coordination
P. O. Box 12428
Austin, Texas 78711
Telephone: (512) 463-1771
Fax: (512) 463-1880

UTAH

Carolyn Wright
Utah State Clearinghouse
Office of Planning and Budget
Room 116, State Capitol
Salt Lake City, Utah 84114
Telephone: (801) 538-1535
Fax: (801) 538-1547

WEST VIRGINIA

Fred Cutlip, Director
Community Development Division
W. Virginia Development Office
Building #6, Room 553
Charleston, West Virginia 25305
Telephone: (304) 558-4010
Fax: (304) 558-3248

WISCONSIN

Jeff Smith
Section Chief, State/Federal Relations
Wisconsin Department of Administration
101 East Wilson Street
6th Floor, P. O. Box 7868
Madison, Wisconsin 53707
Telephone: (608) 266-0267
Fax: (608) 267-6931

WYOMING

Matthew Jones
Office of the Governor
200 West 24th Street
State Capitol, Room 124
Cheyenne, Wyoming 82002
Telephone: (307) 777-7446
Fax: (307) 632-3909

TERRITORIES

GUAM

Giovanni T. Sgambelluri
Director, Bureau of Budget
and Management Research
Office of the Governor
P. O. Box 2950
Agana, Guam 96910
Telephone: 011-671-472-2285
Fax: 011-671-472-2825

PUERTO RICO

Norma Burgos/Jose E. Caro
Chairwoman/Director
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P. O. Box 4119
San Juan, Puerto Rico 00940-1119
Telephone: (809) 727-4444/723-6190
Fax: (809) 724-3270/724-3103

NORTHERN MARIANA ISLANDS

Alvaro A. Santos
Executive Officer
Office of Management and Budget
Office of the Governor
Saipan, MP 96950
Telephone: (670) 664-2256
Fax: (670) 664-2272
Contact person: Jacoba T. Seman
Federal Programs Coordinator
Telephone: (670) 664-2289
Fax: (670) 664-2272

Appendix 1

Standard Forms

Guidance for Complying with the Requirements of Section 427 of the General Education Provisions Act

OMB Control No. 1801-0004 (Exp. 8/31/2001)

For additional details, see <http://ocfo.ed.gov/grntinfo/gposbul/gpos10.htm>

The provisions of Section 427 of Department of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382) apply to all applicants for new grant awards under the Department's RTEC program.

Section 427 **requires that, in order to receive funding under this program, each applicant for funds** (other than an individual person) **include in its application a description of the steps the applicant proposes to take** to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative—as one of the appendices—or, if appropriate, may be discussed in connection with related topics in the application.

The following general examples may help illustrate how an applicant may comply with Section 427.

- An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement Specifically for GEPA Requirements: The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and

maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s), please write to: U.S. Department of Education, Washington, DC 20202-4651.

ANY QUESTIONS?

For questions regarding submission of applications in paper format, contact:

U.S. Department of Education
Application Control Center
Regional Office Building 3, Room 3633
7th & D Streets, SW
Washington, DC 20202-4725
Telephone: 202-708-8493

For questions regarding electronic submission of applications, contact:

INSERT APPROPRIATE CONTACT INFORMATION

For questions regarding the RTEC program or the substance of this application notice, contact:

INSERT APPROPRIATE CONTACT INFO

Regional Technology in Education Consortia
U.S. Department of Education – OERI
Office of Reform Assistance and Dissemination
Telephone: 202-219-1770 or 208-5410

APPLICATION CHECK LIST

- ☐ Title Page (Standard Form 424)
- ☐ Table of Contents
- ☐ Item 12/Protection of Human Subjects Attachment
- ☐ Project Abstract
- ☐ Project Narrative & Timeline
- ☐ Project Evaluation Plan
- ☐ Budget Forms and Budget Narrative
- ☐ Appendices:
 - ☐ Project Personnel
 - ☐ Consortium Members
 - ☐ Consortium Members' Concurrence Statement
 - ☐ Evidence of Previous Success
 - ☐ Letters of Support & Other Significant Partnerships
 - ☐ Equitable Access – GEPA Section 427 Response
 - ☐ Other Standard Forms